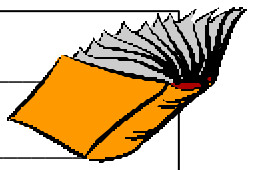


Student Record Form: Curriculum-Based Measurement: Oral Reading Fluency



Student Name: _____ Grade/Classroom: _____

Reading Skill Level: _____ Best Time(s) for CBM Monitoring: _____

Step 1: Conduct a Survey-Level Assessment: Use this section to record the student's reading rates in progressively more difficult material.

Date: _____ Book/Reading Level: _____

	TRW	E	CRW	%CRW
A.	_____	_____	_____	_____
B.	_____	_____	_____	_____
C.	_____	_____	_____	_____

Date: _____ Book/Reading Level: _____

	TRW	E	CRW	%CRW
A.	_____	_____	_____	_____
B.	_____	_____	_____	_____
C.	_____	_____	_____	_____

Date: _____ Book/Reading Level: _____

	TRW	E	CRW	%CRW
A.	_____	_____	_____	_____
B.	_____	_____	_____	_____
C.	_____	_____	_____	_____

Date: _____ Book/Reading Level: _____

	TRW	E	CRW	%CRW
A.	_____	_____	_____	_____
B.	_____	_____	_____	_____
C.	_____	_____	_____	_____

Date: _____ Book/Reading Level: _____

	TRW	E	CRW	%CRW
A.	_____	_____	_____	_____
B.	_____	_____	_____	_____
C.	_____	_____	_____	_____

Date: _____ Book/Reading Level: _____

	TRW	E	CRW	%CRW
A.	_____	_____	_____	_____
B.	_____	_____	_____	_____
C.	_____	_____	_____	_____

Date: _____ Book/Reading Level: _____

	TRW	E	CRW	%CRW
A.	_____	_____	_____	_____
B.	_____	_____	_____	_____
C.	_____	_____	_____	_____

Table 1: Sample Estimates of 'Typical' CBM Instructional Reading Levels By Grade

Grade	Shapiro (1996)		Milwaukee Public Schools (Winter 2000-2001 Local Norms)
	CRW Per Min	Reading Errors	CRW Per Min for Students in 25 th -75 th Percentile
1.....	40-60	Fewer than 5	22-64
2.....	40-60	Fewer than 5	36-78
3.....	70-100	Fewer than 7	47-88
4.....	70-100	Fewer than 7	60-104
5.....	70-100	Fewer than 7	77-121
6.....	70-100	Fewer than 7	95-146

Step 2: Compute a Student Reading Goal

- At what grade or book level will the student be monitored?
(Refer to results of Step 1: Survey-Level Assessment)
- What is the student's *baseline* reading rate (# correctly read words per min)? _____ CRW Per Min
- When is the *start date* to begin monitoring the student in reading? ____ / ____ / ____
- When is the *end date* to stop monitoring the student in reading? ____ / ____ / ____
- How many instructional weeks are there between the start and end dates? (Round to the nearest week if necessary):
_____ Instructional Weeks
- What do you *predict* the student's average increase in correctly read words per minute will be for each instructional week of the monitoring period? (See Table 2):
_____ Weekly Increase in CRW Per Min
- What will the student's predicted CRW *gain* in reading fluency be at the end of monitoring?
(Multiply Item 5 by Item 6): _____
- What will the student's predicted *reading rate* be at the end of the monitoring period? (Add Items 2 & 7): _____ CRW Per Min

References

Fuchs, L.S., Fuchs, D., Hamlett, C.L., Walz, L., & Germann, G. (1993). Formative evaluation of academic progress: How much growth can we expect? *School Psychology Review*, 22, 27-48.

Shapiro, E.S. (1996). *Academic skills problems: Direct assessment and intervention*. New York: Guilford Press.

Student Name: _____ Grade/Classroom: _____

Step 2: Collect Baseline Data: Give 3 CBM reading assessments within a one-week period using monitoring-level probes.				
Baseline 1	Date: _____	Book/Reading Level: _____		
	TRW	E	CRW	%CRW
	A. _____	_____	_____	_____
	B. _____	_____	_____	_____
	C. _____	_____	_____	_____
Baseline 2	Date: _____	Book/Reading Level: _____		
	TRW	E	CRW	%CRW
	A. _____	_____	_____	_____
	B. _____	_____	_____	_____
	C. _____	_____	_____	_____
Baseline 3	Date: _____	Book/Reading Level: _____		
	TRW	E	CRW	%CRW
	A. _____	_____	_____	_____
	B. _____	_____	_____	_____
	C. _____	_____	_____	_____
Step 3: Complete CBM Progress-Monitoring Weekly or More Frequently: Record the results of regular monitoring of the student's progress in reading fluency.				
1.	Date: _____	Book/Reading Level: _____		
	TRW	E	CRW	%CRW
	A. _____	_____	_____	_____
	B. _____	_____	_____	_____
	C. _____	_____	_____	_____
2.	Date: _____	Book/Reading Level: _____		
	TRW	E	CRW	%CRW
	A. _____	_____	_____	_____
	B. _____	_____	_____	_____
	C. _____	_____	_____	_____
3.	Date: _____	Book/Reading Level: _____		
	TRW	E	CRW	%CRW
	A. _____	_____	_____	_____
	B. _____	_____	_____	_____
	C. _____	_____	_____	_____
4.	Date: _____	Book/Reading Level: _____		
	TRW	E	CRW	%CRW
	A. _____	_____	_____	_____
	B. _____	_____	_____	_____
	C. _____	_____	_____	_____
5.	Date: _____	Book/Reading Level: _____		
	TRW	E	CRW	%CRW
	A. _____	_____	_____	_____
	B. _____	_____	_____	_____
	C. _____	_____	_____	_____
6.	Date: _____	Book/Reading Level: _____		
	TRW	E	CRW	%CRW
	A. _____	_____	_____	_____
	B. _____	_____	_____	_____
	C. _____	_____	_____	_____
7.	Date: _____	Book/Reading Level: _____		
	TRW	E	CRW	%CRW
	A. _____	_____	_____	_____
	B. _____	_____	_____	_____
	C. _____	_____	_____	_____
8.	Date: _____	Book/Reading Level: _____		
	TRW	E	CRW	%CRW
	A. _____	_____	_____	_____
	B. _____	_____	_____	_____
	C. _____	_____	_____	_____
9.	Date: _____	Book/Reading Level: _____		
	TRW	E	CRW	%CRW
	A. _____	_____	_____	_____
	B. _____	_____	_____	_____
	C. _____	_____	_____	_____
10.	Date: _____	Book/Reading Level: _____		
	TRW	E	CRW	%CRW
	A. _____	_____	_____	_____
	B. _____	_____	_____	_____
	C. _____	_____	_____	_____
11.	Date: _____	Book/Reading Level: _____		
	TRW	E	CRW	%CRW
	A. _____	_____	_____	_____
	B. _____	_____	_____	_____
	C. _____	_____	_____	_____
12.	Date: _____	Book/Reading Level: _____		
	TRW	E	CRW	%CRW
	A. _____	_____	_____	_____
	B. _____	_____	_____	_____
	C. _____	_____	_____	_____
Table 2: Predictions for Rates of Reading Growth by Grade (Fuchs, Fuchs, Hamlett, Walz, & Germann, 1993) Increase in Correctly Read Words Per Minute for Each Instructional Week				
		<i>Realistic Weekly Goal</i>	<i>Ambitious Weekly Goal</i>	
Grade Level				
Grade 1		2.0	3.0	
Grade 2		1.5	2.0	
Grade 3		1.0	1.5	
Grade 4		0.85	1.1	
Grade 5		0.5	0.8	
Grade 6		0.3	0.65	